



**BOORAGOON
PRIMARY SCHOOL**

ANNUAL REPORT 2025



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MESSAGE FROM THE PRINCIPAL



Dear Parents, Carers and School Community Members

It is my pleasure to present to you the Booragoon Primary School 2025 Annual School Report. 2025 was a highly successful year that saw many wonderful learning opportunities and experiences for our students. It also saw the establishment of a new leadership team with my appointment as Principal at the beginning of Term 2 joining Ms Foote and Mrs Elsbury. On behalf of the school community, we thank Mr John for his work at Booragoon and wish him the best for the future.

School highlights across 2025 included:

- Continued strong student achievement in literacy and numeracy as per the 2025 NAPLAN results.
- The performances of our Interschool sporting teams in the MDISSA competition.
- Continued commitment to implementing strategies to develop Aboriginal cultural awareness.
- The development of a new pedagogical framework to guide our curriculum delivery.
- Implementation of a new music program and performances by the school choirs in a range of contexts.
- Consolidation of the BYO iPad program to support student competencies in ICT.
- The continued growth of SAER programs and care strategies to support student health and well-being.
- The launch of our contemporary new website.

I am sure through reading this document, you will gain an insight into the close working relationship that exists within our whole school community, in particular the School Board and our committed P&C Association.

The dedication of our staff, students and families to sustain our success, in addition to the desire to continually improve, ensures that we will continue to develop to be a highly effective school well into the future.

I trust that you find this report to be a practical and informative summary of our 2025 school year. Additional information can be found on the Department of Education's 'Schools Online' website at <http://www.det.wa.edu.au/schoolsonline> or the My School website at www.myschool.edu.au.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Craig Ashby'.

Craig Ashby B.Ed., M.Ed
PRINCIPAL

MESSAGE FROM THE SCHOOL BOARD



2025 marked a significant year of change for Booragoon Primary School (BPS), including within the School Board. During the year, we were pleased to welcome several new members including Ms Marnie Smith as a BPS staff representative, and Blaze Kwaymullina, Frederic Ong and Ross Stottelaar as parent representatives.

We also extend our sincere thanks to our departing members in 2025 – parent representatives Joe Novak and Susan Hall (with particular appreciation to Susan for her work as chair over several years), BPS staff representative Mrs Lenka Del Rosso, and community member Mr Sam Lim MP. Their contributions have been greatly valued.

Another key development at BPS in 2025 were changes to the executive leadership team to a new team commencing in Term 2. The transition saw Mr Craig Ashby appointed as Principal, with Mrs Sharne Elsbury and Ms Kellie Foote assuming the roles of Deputy Principals. Both Mr Ashby and Mrs Elsbury joined the School Board on arrival at BPS and have provided valuable insight into the governance at the school.

The Board met a total of six times in 2025, receiving updates on a wide range of topics including capital upgrades, school activities, financials (including budgets, contributions and charges), NAPLAN results and school self-assessments. Several infrastructure projects were completed towards the end of 2025. A long-awaited transportable classroom was installed outside Rooms 11 and 14, providing much needed space for our specialist subjects. A combination of funding coordinated by our local member Ms Kim Giddens, with a much-welcomed injection of funds from our P&C,

saw shade provision and a covered walkway installed outside the canteen. Finally, an upgrade to the air conditioning across the school as part of the WA Government “Cool the Schools” initiative was carried out over the summer break. Students and teachers alike are already recognising the benefits, with more comfortable classrooms promising a great year of learning ahead.

I was recently fortunate to attend a school board training course run by the Department of Education. The course focused on the roles and responsibilities of a School Board and the foundations of an effective board. The training highlighted the contribution of a Board to good school governance, ensuring efficient use of school resources, and that community expectations and the school’s priorities reflect the needs of students. However, the key message that resonated with me was that the Board is one of many governance bodies that work together to achieve the best outcomes for students. This training provided a timely opportunity to reflect on the work of the School Board at BPS and to appreciate the other teams and their contributions to the school. It is without a doubt that it is a major group effort that continues to help BPS to thrive.

On behalf of the School Board, I offer a big thank you to the students, families, P&C, student leaders, our Principal and the executive leadership team, and of course all our staff for their commitment and continued efforts to making BPS a fabulous place for our children to learn.

We look forward to another great year at BPS in 2026.

On behalf of the School Board,

Emma Bax
SCHOOL BOARD CHAIR

OUR VISION FOR RECONCILIATION

Booragoon Primary School staff and students acknowledge the Traditional Custodians of the Land on which our school stands, the Whadjak people of the Noongar nation. Over thousands of years, Aboriginal and Torres Strait Islander peoples have continued to care for, and have attained vast knowledge of Country.

Our school is committed to creating positive change by actively promoting reconciliation, and to visibly embed the cultures, perspectives, history and contributions of Aboriginal and Torres

Strait Islander peoples in our classrooms and community. By providing an environment dedicated to nurturing truth-telling, continual personal reflection, equality, equity and mutually respectful partnerships, we aim to instil the knowledge and confidence in our students to be role models for current and future generations. Our vision is to ignite a passion within our staff and students to authentically and bravely engage in actions that promote change towards a reconciled Australia.



SCHOOL OVERVIEW

Booragoon PS, located in a bush setting close to Wireless Hill Reserve, was established in 1967. It is a local intake school, with students drawn from the suburbs of Booragoon and Alfred Cove. The 2025 enrolment was 438 students from Kindergarten to Year 6.

Booragoon offers an excellent educational environment for students and staff, comprising four teaching blocks, including an onsite Kindergarten, two purpose-built Pre Primary units and a senior teaching cluster. We have a multi-purpose building incorporating Visual Arts, Instrumental Music, Science Lab and a fully automated library. A fully enclosed, carpeted, air conditioned undercover area complements our facilities.

Booragoon PS is a leader in 21st century learning, featuring a parent funded 1:1 BYO iPad program from Years 3-6. The school has a comprehensive ICT network, with state-of-the-art interactive whiteboards in all classrooms, and iPad technology being increasingly utilised, especially in the junior school, where we provide class sets of iPads for all classes from Kindergarten to Year 2.

The Arts are prominent in the school, with more than 70 students engaged in learning the full range of orchestral instruments through the Instrumental Music School Services (IMMS) program. Students in Years 1-6 access specialist programs in Visual Arts, Drama, Music, Science, LOTE and Physical Education. In ICT, robotics and coding challenges are explored, and a whole school approach to STEM implementation has been adopted. We have a strong, positive culture based on cooperation and collaboration.

Our highly professional staff work together to establish challenging teaching and learning programs aimed at maximising the educational outcomes of all students.

Our community has a strong sense of pride in its school, and this is reflected in the very high level of parent participation in the life of the school. The School Board reflects a broad range of experience and expertise, and our highly active Parents and Citizens Association works with the school to plan and improve the grounds, enhance resources, and contribute towards providing a healthy, safe environment for our students.



STUDENT NUMBERS AND CHARACTERISTICS

Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	48	45	52	65	63	54	67	415
Part Time	41								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	26	22	172		220
Female	15	26	174		215
Total	41	48	346		435

	Kin	PPR	Pri	Sec	Total
Aboriginal	3		2		5
Non-Aboriginal	38	48	344		430
Total	41	48	346		435

STUDENT ATTENDANCE

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	91.6%	92.6%	90.3%	95.7%	82.4%	74.3%	91.6%	92.4%	88.9%
2024	93.1%	92.7%	91%	89.8%	80.9%	74.3%	93.1%	92.6%	89.4%
2025	94%	92.8%	90.7%	92.3%	78.3%	73.2%	94%	92.6%	89.1%



OUR SCHOOL PRIORITIES - UPDATE

PRIORITY	KEY STRATEGIES	PROGRESS
Teaching Quality	Focus on improving the planning for and assessment of our EALD students, who make up a significant proportion of our student population.	Developing
	Prioritise early childhood education to build to build sound literacy and numeracy foundations.	Achieved
	Implement the Department of Education Quality Teaching Strategy across the school.	Achieved
	Implement Professional Learning that targets school and Department of Education priorities.	Achieved
	Create positive change by actively promoting reconciliation with Indigenous peoples.	Developing
Learning Environment	Adopt a multi-tiered approach to support both student and staff wellbeing.	Developing
	Provide a wide range of leadership opportunities for students.	Developing
Leadership	Development of a Workforce Plan to inform immediate and future staffing requirements of the school.	Achieved
	School leaders will provide opportunities for development of curriculum and aspirant leaders to support succession planning and sustainability.	Achieved
	Continue the focus on both NAPLAN and school-based targets, ensuring they remain relevant, challenging and achievable.	Achieved
	Continue to advocate with DoE for approval of a purpose-built Early Childhood Centre to replace the existing transportable classrooms.	Developing
Relationships and Partnerships	Partner with school P&C to obtain financial grants to upgrade air conditioning systems in Rooms 1 to 10	Achieved
	Commit to building relationships built on mutual respect, trust and inclusiveness with our local Aboriginal and Torres Strait Islander	Developing
	Increase the percentage of students attending school in the >90% category	Developing
	Establish a working party to review and update the school's digital presence within and beyond our school community	Achieved

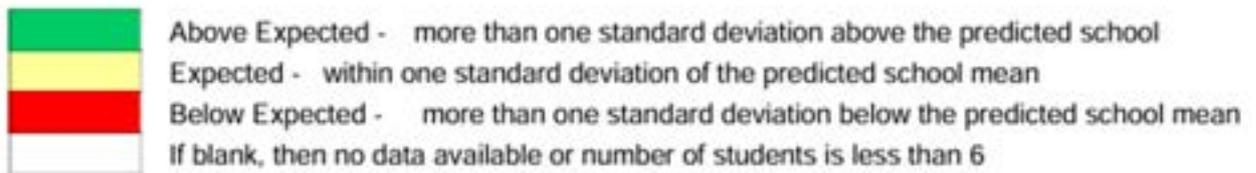
ACHIEVED	DEVELOPING
Achieved	Developing

STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN COMPARATIVE PERFORMANCE SUMMARY

This NAPLAN Comparative Performance Summary shows how our school's results compare with its predicted school mean for each domain (Numeracy, Reading, Writing, Spelling, Grammar & Punctuation) across Year 3 and Year 5 (2023–2025).

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.2	0.9	0.3	0.0	1.2	2.8
Reading	0.3	0.1	0.3	-0.1	-0.1	1.1
Writing	0.4	0.1	-0.4	-0.1	0.3	-0.5
Spelling	0.5	0.9	-0.2	0.6	0.8	0.3
Grammar & Punctuation	0.1	0.2	-0.1	-0.2	0.3	0.8

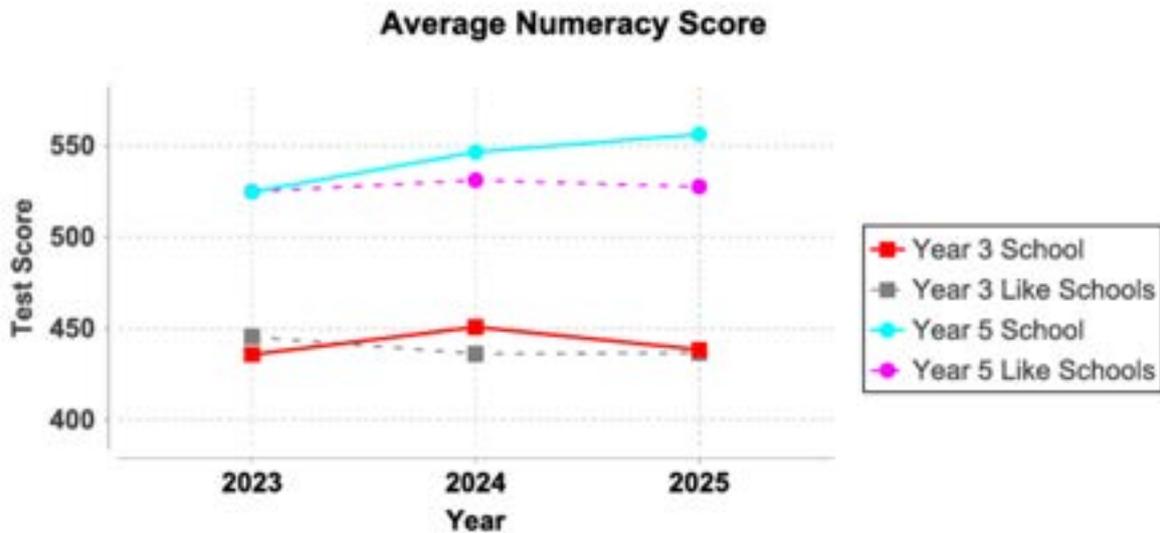


Year 5 results show strong overall performance, with Numeracy and Reading well above expected levels in 2025, and all other domains remaining within the expected range. This reflects a solid academic profile with standout growth in our key areas.

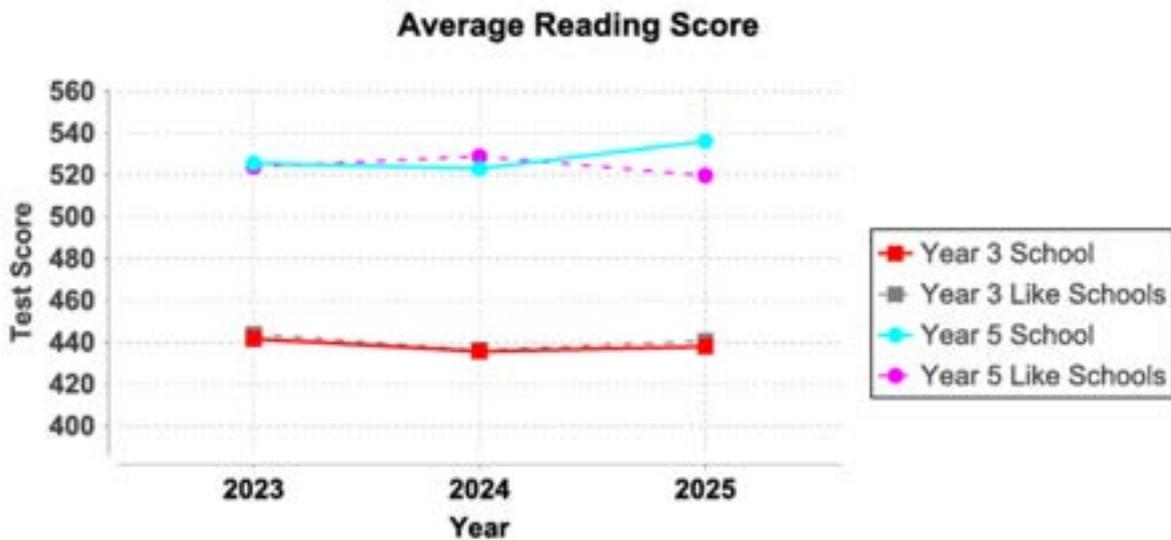


LONGITUDINAL SUMMARY

The Longitudinal Summary shows how students' results change over several years and how the school's performance compares with similar schools. By looking at trends over time, we get a clear sense of overall student achievement and the corresponding trends.

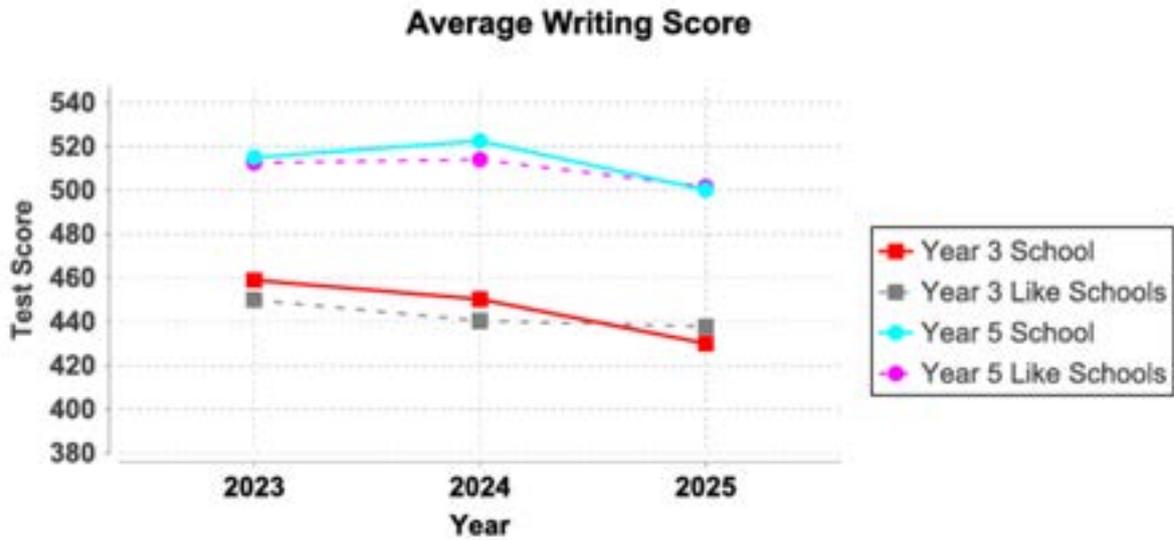


The school's Year 3 numeracy scores remain close to those of like schools, with a small rise in 2024 followed by a slight drop in 2025. Year 5 school scores show a steady upward trend from 2023 to 2025 and consistently remain above like-school averages. Overall, the data suggests improving numeracy performance in Year 5 and relatively stable performance in Year 3.

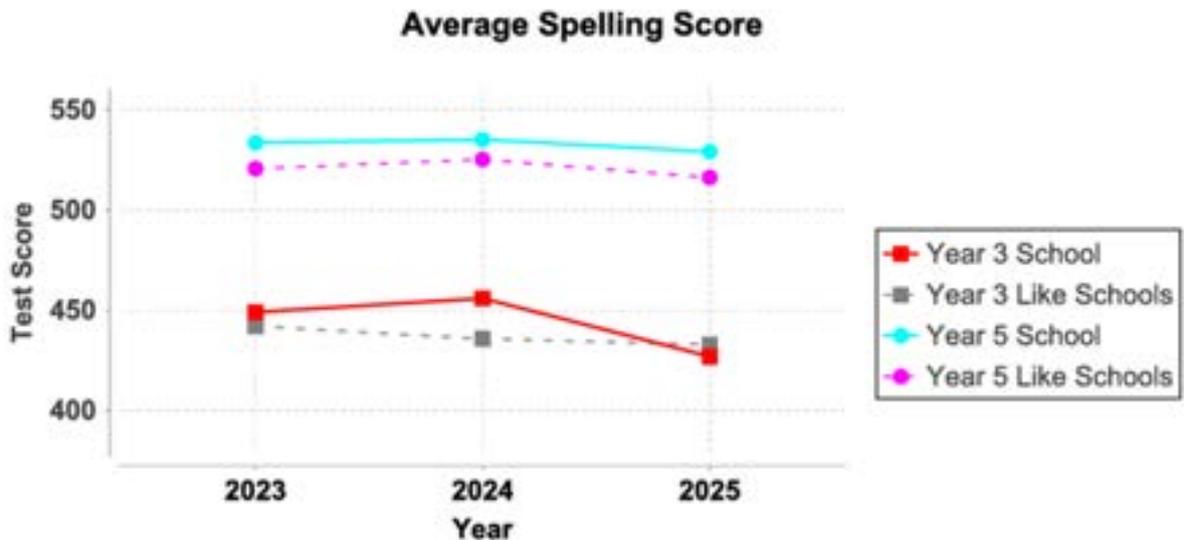


The school's Year 3 reading scores remain stable across the three years, staying closely aligned with the performance of like schools. Although there is a slight dip in 2024, results return to 2023 levels in 2025. Year 5 reading scores show a small upward trend, rising steadily from 2023 to 2025 and consistently matching or slightly exceeding the like-school average.

LONGITUDINAL SUMMARY CONT.



The school's Year 3 writing scores show a gradual decline from 2023 to 2025, though they remain close to the performance of like schools across all years. Year 5 writing scores peak in 2024 before dropping in 2025, but overall stay aligned with like-school results. The downward trend in both year levels reinforces the school's decision to implement a new writing program – Seven Steps to Writing Success.

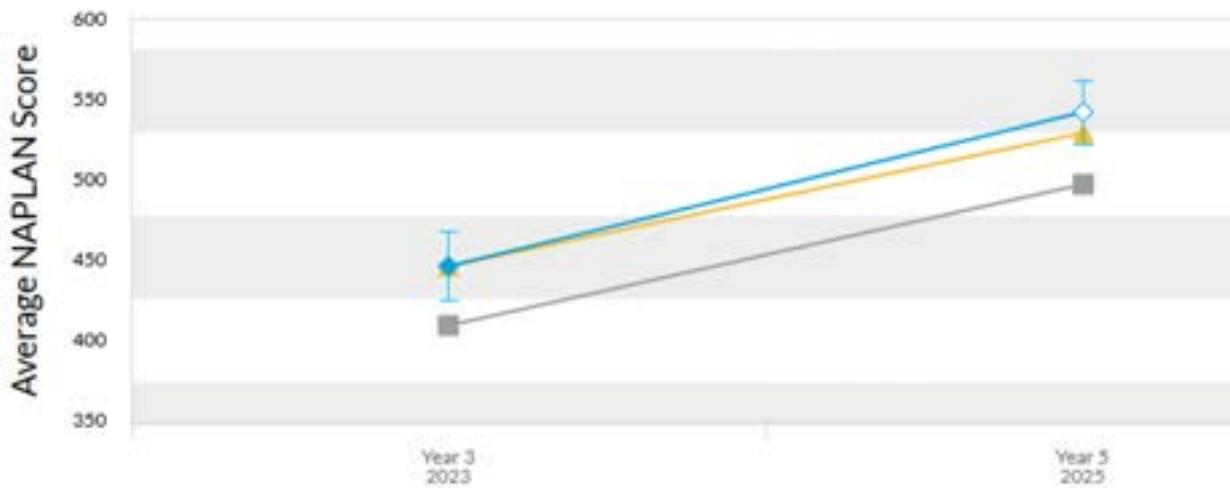


The school's Year 3 spelling scores show a rise from 2023 to 2024, followed by a noticeable drop in 2025, widening the gap between the school and like-school performance. Year 5 spelling results remain relatively steady across the three years and closely aligned with like schools, with only a slight dip in 2025. Overall, the Year 5 performance is stable.

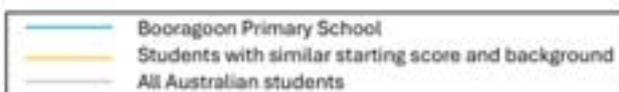
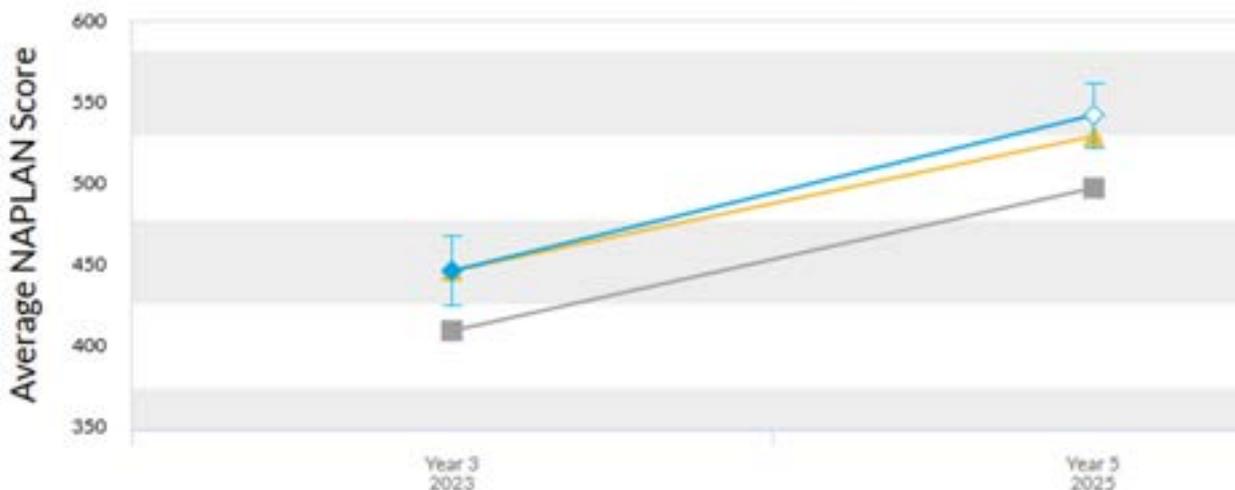
2023 - 2025 PROGRESS (MY SCHOOL WEBSITE)

Progress data on the My School website shows how groups of students improve in literacy and numeracy over time (e.g., from Year 3 to Year 5). We use this information to understand the growth our students are making compared with similar schools. It also helps us reflect on our teaching programs and identify where we can strengthen student learning.

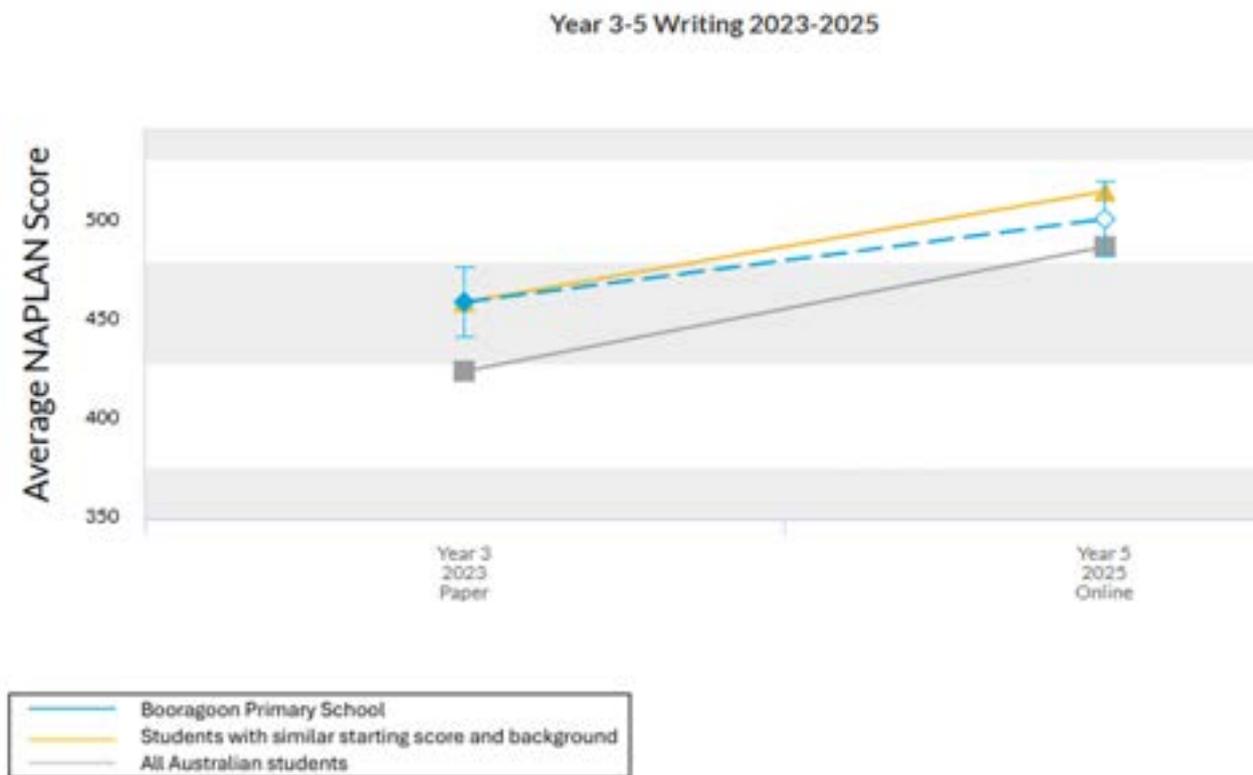
Year 3-5 Numeracy 2023-2025



Year 3-5 Reading 2023-2025



2023 - 2025 PROGRESS (MY SCHOOL WEBSITE) CONT.



The school shows strong improvement from Year 3 (2023) to Year 5 (2025) across Numeracy, Reading, and Writing. Numeracy and Reading demonstrate particularly strong growth and remain well above comparison benchmarks. Writing also improves, but the gains are more modest, and the school's performance in this area is not as strong relative to its results in Numeracy and Reading.



LEARNING AREA REPORTS

ENGLISH

In 2025, the school focused on embedding a consistent, evidence-informed whole-school approach to English instruction. Staff engaged in professional learning through the Seven Steps for Writing program, strengthening their capacity to deliver well-structured and scaffolded writing lessons. Pre-primary teachers also completed InitialLit training, supporting systematic and sequential instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension, with full implementation planned for 2026 to enhance consistency in early years literacy. Collaborative planning continued to be a strong feature of practice, with year-level teams and the English Committee updating the scope and sequence to ensure curriculum alignment, reduce variability between classrooms, and support continuity of learning across the school.

To deepen assessment literacy, staff participated in moderation sessions within and across year levels using Brightpath to assess writing and oral retells, strengthening teacher confidence and fostering meaningful professional dialogue around writing and language development.

The school also commenced the use of Elastik as part of its teaching and learning toolkit, with all staff engaging in professional learning to build understanding of how the platform can support planning and assessment. This included exploring how Elastik streamlines data collection, tracks student progress, and informs targeted instruction, contributing to greater consistency and clarity in teaching practices across the school.

In 2026, staff will continue to strengthen and consolidate their use of Elastik as a core tool supporting high-quality teaching, assessment, and planning across the school, enabling more effective monitoring of student progress, clearer identification of learning needs, and more targeted instruction, while also building greater consistency across year levels. Our Pre-primary team will maintain full implementation of InitialLit, embedding strong early literacy foundations through systematic, evidence-based instruction, ensuring that early years practice remains aligned with whole-school literacy priorities.



LEARNING AREA REPORTS

HEALTH AND PHYSICAL EDUCATION

Our Health and Physical Education program provided students with a broad range of learning experiences aligned with the Western Australian Curriculum, with a strong emphasis on developing Fundamental Movement Skills in the junior years. Students participated in a full calendar of whole-school sporting events, including the House Athletics, Swimming and Cross-Country Carnivals, as well as MDISA interschool competitions such as cricket, tennis, the Winter Carnival, and the interschool Athletics, Swimming and Cross-Country Carnivals.

In the health space, the school continued its commitment to student wellbeing through participation in initiatives such as Edudance, Protective Behaviours, Friendly Schools, Healthy WA and the Rise Up program, ensuring a comprehensive approach to physical development, safety education and social-emotional learning.

In 2026, the Health and Physical Education learning area will continue to focus on strengthening student fitness, skill development and personal goal-setting through structured programs and targeted feedback. The school will build existing pathways from house sport to interschool representation, maintaining a strong culture of inclusion, sportsmanship and achievement. Opportunities for student leadership will expand, with Sports Leaders taking a more active role in supporting Physical Education activities and whole-school events. Additionally, the school will work to increase active play during recess and lunch by introducing lunchtime sport competitions and improving student access to sports equipment, further promoting healthy, active lifestyles across the school.



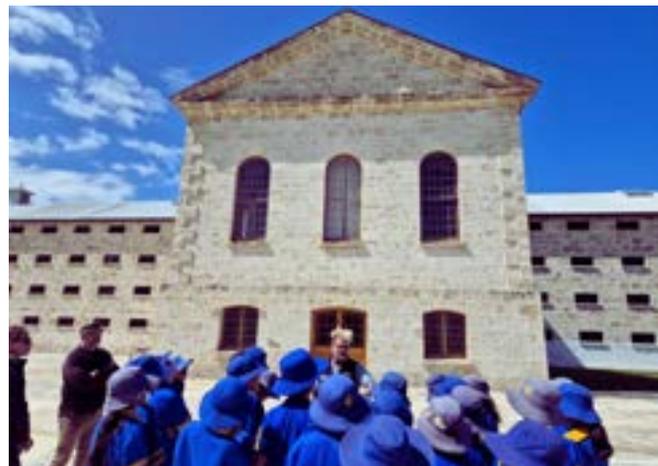
LEARNING AREA REPORTS

HASS

In 2025, the HASS team strengthened its collaborative approach to planning, supported by the appointment of a dedicated team leader. A key focus for the year was the continued implementation of the Inquisitive Program, which provided engaging and inquiry-based learning opportunities across year levels. Students also benefited from a range of HASS incursions and excursions, enriching their understanding of curriculum concepts through real-world experiences and connections to the wider community.

Looking ahead to 2026, the HASS team is committed to further developing its collaborative practices to ensure consistent and high-quality learning experiences. Priorities for the coming year include:

- The launch of the school's RAP Plan and the collation of all existing HASS resources to support more streamlined planning.
- Reviewing and identifying new resources in consultation with the school librarian, ensuring suitability and alignment with curriculum needs.
- Research into alternative incursion and excursion options will continue, broadening opportunities for authentic and engaging learning.



LEARNING AREA REPORTS

LANGUAGES

In 2025, students engaged in rich learning experiences aligned closely with the Western Australian Curriculum, ensuring strong continuity and progression across year levels. A particular highlight was the students' ability to retain and confidently use age-appropriate vocabulary and phrases, demonstrating both linguistic growth and enthusiasm for language learning. Hands-on activities, including cooking, added an enjoyable and practical dimension to the program, allowing students to connect cultural understanding with real-world experiences. These learning moments were regularly shared with the wider community through the school newsletter, strengthening the visibility and value of the Languages program.

Looking ahead to 2026, the focus will be on deepening student engagement and providing greater differentiation through the use of digital resources such as Language Nut.

The program will continue to celebrate cultural diversity by displaying students' work on Japanese celebrations outside Room 1 and featuring these achievements in the newsletter, reinforcing the school's reputation for high-quality Japanese language education. Planning and sequencing of the learning program will also prioritise the embedding of Aboriginal perspectives as a cross-curriculum priority, particularly when exploring topics such as seasons and non-standard dialects.

Additionally, students will be encouraged to extend their skills beyond the classroom by entering their calligraphy in the annual Japanese Language Teachers Association of WA State competition, offering an authentic opportunity to showcase their learning.



LEARNING AREA REPORTS

MATHEMATICS

The 2025 school year saw strong engagement and achievement across our Mathematics program. Our Year 5 cohort performed particularly well, achieving results in the green (+ 1 standard deviation) for NAPLAN numeracy, reflecting both their hard work and the effectiveness of targeted teaching strategies. Students also embraced enrichment opportunities, with enthusiastic participation in the Australian Maths Competition and the Bebras Challenge. These experiences supported problem-solving, critical thinking, and digital reasoning skills, and helped foster a positive culture of mathematical curiosity across the school.

The focus in 2026 will be strengthening consistency and alignment across year levels.

Priorities include:

- Adopting unified mathematical resources across all Phases of Learning areas,
- Incorporating key resources into student booklists and expanding staff professional learning – particularly in the effective use of Elastik.
- A whole-school Maths incursion during Literacy and Numeracy Week is also planned to further enrich student engagement.

Our goals also centre on the consistent use of Elastik to track student learning over time, using its data tools more effectively to inform teaching, and embedding collective moderation and assessment practices within each year level to ensure clarity, continuity, and high-quality learning for all students.

TECHNOLOGIES

The school continued to strengthen its whole-school approach to digital teaching and learning in 2025, embedding the Digital Capability Framework and SAMR-aligned practices across classrooms. The K–2 iPad program became firmly established through consistent daily use, curated app lists, creation-focused tools and staff ICT handbooks, while the Years 4–6 BYO iPad program was consolidated with improved JAMF setup processes, updated user agreements and clear communication for families. Curriculum planning was enhanced through the development of Technologies and ICT Capability overviews, and assessment readiness progressed with a move toward consistent use of Elastik. Staff capability grew through professional learning in SAMR, WA Curriculum links, coaching approaches, technology team collaboration and exploration of Apple accreditation pathways.

In 2026, we will focus on strengthening the Year 3–6 BYO iPad program, including trialing Year 3 participation, implementing the compulsory Year 4 model and supporting families through clear communication and onboarding processes. Digital

pedagogy will continue to be enhanced through consistent use of SAMR-aligned creation apps, daily e-board integration and implementation of ICT Capabilities checklists across all year levels.

Technologies curriculum documents and overviews will be further developed and embedded, while assessment practices will be strengthened through the use of SCSA judging standards, common assessment tasks and whole-school implementation of Elastik. The school will also refine its digital communication systems by establishing clear usage guidelines for Compass and Connect.



LEARNING AREA REPORTS

SCIENCE

In 2025, Booragoon Primary School strengthened its collaborative approach to teaching and learning through dedicated learning-area planning and the appointment of a team leader to guide this work. A whole-school vision for the vegetable garden was developed, with significant groundwork initiated by our P&C. The school achieved accreditation with WasteSorted and began planning for a broader sustainability focus in 2026. PAT Science testing was introduced for Years 3–6, providing valuable data to inform teaching, while the Science Network continued to meet regularly to moderate student work and share best practice. Three students proudly represented the school in the Science Talent Search competition, highlighting the growing engagement and achievement within our science program.

In 2026 we will aim to continue to strengthen collaborative practice within the Science team, with a focus on consistent planning, assessment, and moderation through the ongoing work of the Science Network. The school will introduce a whole-school and community approach to National Science Week and begin implementing its WasteSorted plan, prioritising sustainability initiatives such as reducing lunchbox waste to landfill. Year 6 students will participate in NAP-Sci, with data from the 2025 PAT Science assessments used to identify learning gaps and guide instruction. Opportunities for student engagement will expand through increased participation in the STS competition, supported by in-class identification of interested students, and a planned Year 4 excursion linking Science with Aboriginal and Torres Strait Islander perspectives.



LEARNING AREA REPORTS - THE ARTS

DRAMA

In 2025, the Drama program strengthened teaching quality and student engagement, with a clear focus on communication, creativity, collaboration, and critical thinking. High participation across all year levels – including strong inclusion of EAL/D and new students remained a standout. Lessons were guided by clear learning intentions and success criteria, supporting purposeful and meaningful learning.

Contemporary picture books enriched units of work, embedding wellbeing themes, Indigenous perspectives, and links to school values. Theatre Sports, Puppetry, and open-ended creative tasks further boosted engagement. A key cross-curricular highlight was the collaboration with Design and Technology, where students created props for a recycling-themed performance, deepening understanding of sustainability.

Student wellbeing was prioritised through Protective Behaviours, reflective journals, and opportunities for student voice.

Additional achievements included contributing to the new school website and involvement in the Drama Makes Me Happy research project, which continues in 2026. Student feedback consistently described Drama as enjoyable, confidence-building, and a space where they felt safe to express themselves. In 2026, professional learning will continue through training at the West Australian Academy of Performing Arts, including dedicated development days focused on Developmental Drama-Based Pedagogies. Insights from ongoing research led by Ceri Nordling and Dr Vahri McKenzie will be embedded to further enhance engagement, creativity, and wellbeing.

The program will continue to highlight and measure Drama's positive impact on student wellbeing, while exploring new texts, strategies, and performance opportunities that reflect student interests. Further organisation and refinement of Drama resources will support accessibility, efficiency, and long-term sustainability of the program.



LEARNING AREA REPORTS - THE ARTS

MUSIC

In 2025, the Music program was developed through a clear, hands-on classroom framework and expanded performance and instrumental opportunities for students. Key achievements include:

- Establishing a whole-school framework for classroom Music, emphasising active music-making, ensemble skills and musical literacy.
- Approximately 70 students participating in the Instrumental Music School Services program, learning violin, viola, cello, double bass, brass, flute and clarinet.
- The Senior Choir representing the school at the Massed Choir Festival at the Perth High Performance Centre.
- Year 5/6 Marimba Band students performing with the whole school at the Music Assembly.

In 2026, the Music program will continue to grow through the integration of ICT to support assessment, feedback and reporting, alongside the expansion of Early Childhood resources with additional hand percussion to strengthen foundational musical literacy. The co-curricular Choir program will be further developed under the leadership of two staff members, offering students enriched ensemble experiences. A structured annual performance calendar will be established to provide diverse and inclusive opportunities across classroom and co-curricular settings, while the profile of Music will be elevated through increased visibility in the school newsletter and broader school and community performance events.



LEARNING AREA REPORTS - THE ARTS

VISUAL ARTS

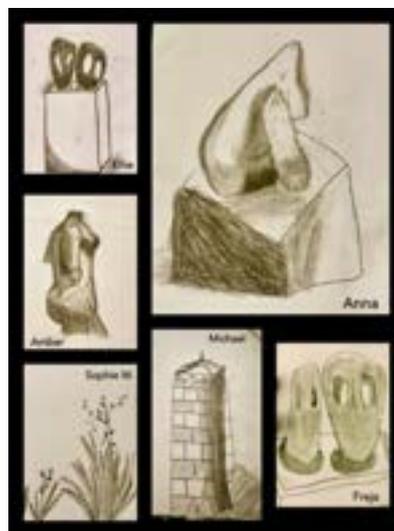
In 2025, the Visual Arts program continued to grow through strong collaboration and creative initiatives. Operational planning was undertaken with curriculum team members, and the Arts team leaders maintained regular communication to support alignment across learning areas. A whole-school vision for Visual Arts installations, including collaborative murals, was shared with staff and the Grounds Committee, leading to student-created murals displayed each semester on the Repro Room wall. The Visual Arts Teaching Network met twice for moderation and collaboration, strengthening consistency of practice.

A highly successful first-time Visual Arts excursion was introduced for Year 4 students, and a staff wellbeing art activity was delivered on a professional learning day. Updates and celebrations of student work were shared through the school newsletter and selected posts on the “ms_le_art” Instagram page.

In 2026, the Visual Arts program will continue to provide collaborative planning, expand creative opportunities for students, and progress several major mural projects across the school.

Key goals include:

- Ongoing collaborative operational planning with curriculum team members
- Art Room Wall: Research and engage a mural artist for a “Be Sincere” themed artwork; remove terracotta tiles; liaise with P&C for partial funding
- Undercover area east inside wall: Plan a collaborative mural featuring Australian and abstract organic shapes; schedule time for all students to contribute; reattach existing painted wooden boards
- Forward planning for the 2027 Teleblock Wall mural, incorporating “Waugal, Djewy & Maarli,” including consultation with Indigenous elders and potential artist partnerships
- Continued Visual Arts Teaching Network meetings for moderation and collaboration, including exploring public display opportunities (e.g., shopping centres, libraries)
- Ongoing creation of collaborative student murals for the Repro Room wall each semester
- Annual Visual Arts excursion for Year 4 students
- Delivery of a staff wellbeing art activity on a PD Day (pending scheduling)
- Continued sharing of Visual Arts updates through the school newsletter and the “ms_le_art” Instagram page



SECONDARY SCHOOL DESTINATIONS

The table below demonstrates the strength of Booragoon PS's connection to local public secondary schools and their communities, particularly nearby Applecross Senior High School. 87% of Booragoon graduates attend Year 7 at a public high school.

Destination Schools	Male	Female	Other	Total
4002 Applecross Senior High School	29	17		46
4025 John Curtin College Of The Arts		3		3
1299 Corpus Christi College		2		2
1396 Kennedy Baptist College	1	1		2
1107 Aquinas College	1			1
4206 Fremantle College	1			1
1121 Iona Presentation College		1		1
1152 Penrhos College		1		1
4042 Perth Modern School		1		1
1154 Wesley College	1			1
4126 Willetton Senior High School	1			1
Total	34	26	0	60



FINANCIAL INFORMATION

Operational One Line Budget Statement

School:	Booragoon Primary School	School Year:	Dec 2025 (Verified Dec Cash)	
Region:	South Metropolitan Region	Aria:	0	
		Distance to Perth (km):	9.73	
One Line Budget – Dec 2025				
		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	119,280	119,280	
Carry Forward (Salary):	\$	183,701	183,701	
INCOME				
Student-Centred Funding (including School Transfers & Locally Raised Funds):	\$	4,709,958	4,709,958	
	\$	295,649	298,931	-3,282
Total Funds:	\$	5,308,588	5,311,871	-3,282
EXPENDITURE				
Salaries:	\$	4,547,132	4,547,132	
Goods and Services (Cash):	\$	587,925	481,637	106,288
Total Expenditure:	\$	5,135,057	5,028,769	106,288
Variance:	\$	173,532	283,102	-109,570

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$119,280.00	\$119,280.00	\$0.00
Carry Forward (Salary)	\$183,701.23	\$183,701.23	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$4,709,958.38	\$4,709,958.38	\$0.00
Per Student	\$3,764,595.00	\$3,764,595.00	\$0.00
School and Student Characteristics	\$702,686.98	\$702,686.98	\$0.00
Disability Adjustments	\$61,518.26	\$61,518.26	\$0.00
Targeted Initiatives	\$178,558.44	\$178,558.44	\$0.00
Operational Response Allocation	\$1,939.85	\$1,939.85	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-129,340.15	\$-129,340.15	\$0.00

School Transfers - Cash	\$130,000.00	\$130,000.00	\$ 0.00
Department Adjustments	\$ 0.00	\$ 0.00	\$ 0.00
Locally Raised Funds (Revenue)	\$295,648.88	\$298,931.22	\$-3,282.34
Voluntary Contributions	\$21,015.00	\$21,015.00	\$ 0.00
Charges and Fees	\$90,135.00	\$93,414.04	\$-3,279.04
Fees from Facilities Hire	\$47,572.00	\$47,572.75	\$-.75
Fundraising/Donations/Sponsorships	\$51,934.00	\$51,933.95	\$ 0.05
Commonwealth Govt Revenues	\$ 0.00	\$ 0.00	\$ 0.00
Other State Govt/Local Govt Revenues	\$ 0.00	\$ 0.00	\$ 0.00
Revenue from CO, Regional Office and Other schools	\$55.00	\$54.99	\$ 0.01
Other Revenues	\$71,179.00	\$71,181.61	\$-2.61
Transfer from Reserve or DGR	\$13,758.88	\$13,758.88	\$ 0.00
Residential Accommodation	\$ 0.00	\$ 0.00	\$ 0.00
Farm Revenue (Ag and Farm Schools only)	\$ 0.00	\$ 0.00	\$ 0.00
Camp School Fees (Camp Schools only)	\$ 0.00	\$ 0.00	\$ 0.00
Total	\$5,308,588.49	\$5,311,870.83	\$-3,282.34

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$4,547,131.65	\$4,547,131.65	\$ 0.00
Appointed Staff	\$4,148,544.27	\$4,148,544.27	\$ 0.00
New Appointments	\$ 0.00	\$ 0.00	\$ 0.00
Casual Payments	\$389,001.65	\$389,001.65	\$ 0.00
Other Salary Expenditure	\$9,585.72	\$9,585.72	\$ 0.00
Goods and Services (Cash Expenditure)	\$587,924.88	\$481,637.31	\$106,287.57
Administration	\$27,962.00	\$30,306.32	\$-2,344.32
Lease Payments	\$44,997.00	\$11,090.52	\$33,906.48
Utilities, Facilities and Maintenance	\$124,759.00	\$118,434.27	\$6,324.73
Buildings, Property and Equipment	\$129,638.88	\$83,278.04	\$46,360.84
Curriculum and Student Services	\$228,031.00	\$207,655.80	\$20,375.20
Professional Development	\$5,897.00	\$4,233.85	\$1,663.15
Transfer to Reserve	\$23,100.00	\$23,100.00	\$ 0.00
Other Expenditure	\$150.00	\$148.51	\$1.49
Payment to CO, Regional Office and Other schools	\$3,390.00	\$3,390.00	\$ 0.00
Residential Operations	\$ 0.00	\$ 0.00	\$ 0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$ 0.00	\$ 0.00	\$ 0.00
Farm Operations (Ag and Farm Schools only)	\$ 0.00	\$ 0.00	\$ 0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$ 0.00	\$ 0.00	\$ 0.00
Camp School Fees to CO (Camp Schools only)	\$ 0.00	\$ 0.00	\$ 0.00
Total	\$5,135,056.53	\$5,028,768.96	\$106,287.57



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